

SUBMISSION INSTRUCTIONS

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.



Electronic Application Process

Applicants are **required** to complete and submit the application, including all required attachments to:

Cunningham-powellL@michigan.gov

Applications will be received on an ongoing basis and will be reviewed in the order in which they are submitted.

Applicants must respond to each question/item in each section of the application. Incomplete applications will not be considered.

Technical support will be available Monday – Friday, from 9:00 a.m. – 4:00 p.m.

All information included in the application package must be accurate. All information that is submitted is subject to verification. All applications are subject to public inspection and/or photocopying.

Contact Information

All questions related to the preferred provider application process should be directed to:

Louretta Cunningham-Powell
Consultant
Office of Education Improvement & Innovation

OR

Anne Hansen
Consultant
Office of Education Improvement & Innovation

Telephone: (517) 335-4733

Email: Cunningham-powellL@michigan.gov

EXTERNAL PROVIDERS: BACKGROUND & APPROVAL PROCESS

Under the Final Requirements for School Improvements Grants, as defined under the Elementary and Secondary Education Act of 1965, as amended, Title I, Part A. Section 1003(g) and the American Recovery and Reinvestment Act as amended in January 2010, one of the criteria that the MDE (SEA) must consider when an LEA applies for a SIG grant is the extent to which the LEA has taken action to “recruit, screen, and select external providers...”. To assist LEA’s in this process, the MDE is requesting information/applications from entities wishing to be considered for placement on a preferred provider list that will be made available to LEA’s on the MDE website. If an LEA selects a provider that is not on the list, the provider will have to go through the application review process before engaging in the turnaround intervention at the LEA. Applications will be reviewed on their merits and not on a competitive basis. Please note that the application and accompanying attachments will be accessible online to LEA’s seeking to contract for educational services.

Preferred external providers will be required to participate in a state-run training program that specifies performance expectations and familiarizes providers with state legislation and regulations. External providers will be monitored and evaluated regularly and those who are not getting results will be removed from the preferred provider list.

All decisions made by the MDE are final. There is no appeal process.

Please note that being placed on the Preferred Provider List does not guarantee that a provider will be selected by an LEA to provide services.

Two or more qualified reviewers will rate the application using the scoring rubric developed by the Michigan Department of Education (MDE).

Applications will only be **reviewed** if:

1. All portions of the application are complete;
2. All application materials, including attachments, are submitted electronically prior to the due date;

Applications will only be **approved** if:

1. The above conditions are met for review;
2. The total application score meets a minimum of 70 points

Exemplar	Total Points Possible
1. Description of comprehensive improvement services	25
2. Use of scientific educational research	15
3. Job embedded professional development	15
4. Experience with state and federal requirements	15
5. Sustainability Plan	15
6. Staff Qualifications	15
Total Points Possible	100
Minimum Points Required for Approval	70

Note: Applicants may apply to become preferred providers in all or some of the program delivery areas listed in Section B. If applicant does not wish to become a provider in a program area, that should be noted on the application.

If an applicant is applying to be a preferred provider in less than the five areas listed, they must have a review score not less than the following in each area for which they apply:

Section 1 15 points
 Section 2 10 points
 Section 3 10 points
 Section 4 10 points
 Section 5 10 points
 Section 6 10 points Section 6 must be completed by all applicants.

TARGETED SERVICE FOCUSING IN THE FOLLOWING EXEMPLARS:

- #3 Job-Embedded Professional Development**
- #5 Sustainability Plan**
- #6 Staff Qualifications**

APPLICATION OVERVIEW

The Application is divided into four sections.

Section A contains basic provider information.

Section B requests information related to six exemplars (program delivery information and staff qualifications). Responses in Section B must be in narrative form. You may include figures (e.g., tables, charts, graphs) to support your narrative, but such items will be counted toward applicable page/word limits.

Section C contains the Assurances. Please read each statement carefully. By submitting your application, you certify your agreement with all statements therein.

Section D Attachments

SECTION A: BASIC PROVIDER INFORMATION

Please enter the requested information in the spaces provided. Be sure to read all notes, as they provide important information.

Instructions: Complete each section in full.

1. Federal EIN, Tax ID or Social Security Number		2. Legal Name of Entity	
27-2185366		EDUVATION	
3. Name of Entity as you would like it to appear on the Approved List			
EDUVATION			
4. Entity Type:		5. Check the category that best describes your entity:	
<input checked="" type="checkbox"/> For-profit <input type="checkbox"/> Non-profit		<input checked="" type="checkbox"/> Business <input type="checkbox"/> Community-Based Organization <input type="checkbox"/> Educational Service Agency (e.g., RESA or ISD) <input type="checkbox"/> Institution of Higher Education <input type="checkbox"/> School District <input type="checkbox"/> Other (specify): _____	
6. Applicant Contact Information			
Name of Contact LATRICIA CLARK		Phone 248-996-4552	Fax 248-479-0382
Street Address 3081 MOON LAKE DR.		City WEST BLOOMFIELD	State MI
E-Mail: latriciaclark@eduvating.com		Zip 48323	
Website www.eduvation.com			
7. Local Contact Information (if different than information listed above)			
Name of Contact: LaTricia Clark		Phone 248-996-4552	Fax SAME AS ABOVE
Street Address SAME AS ABOVE		City SAME AS ABOVE	State MI
E-Mail latriciaclark@yahoo.com		Zip 48323	
Website SAME AS ABOVE			
8. Service Area			
List the intermediate school district and each individual district in which you agree to provide services. Enter "Statewide" ONLY if you agree to provide services to any district in the State of Michigan.			
X Statewide			
Intermediate School District(s):		Name(s) of District(s):	

9. Conflict of Interest Disclosure

Are you or any member of your organization currently employed in any capacity by any public school district or public school academy (charter school) in Michigan, or do you serve in a decision making capacity for any public school district or public school academy in Michigan (i.e. school board member)?

☐ Yes

☒ No

What school district are you employed by or serve: N/A

In what capacity are you employed or do you serve (position title): SIG Monitor

Schools or school districts are encouraged to apply to become preferred providers. However, the school or school district may not become a preferred provider in its own district. This restriction does not apply to Intermediate School Districts or Regional Educational Service Authorities.

IMPORTANT NOTE: Once approved, providers must operate within the information identified in this application.

Changes in application information may be requested in writing to MDE. The request must include the rationale for the changes. All changes must receive written approval from MDE prior to implementation and will be determined on a case-by-case basis. This includes, but is not limited to, information changes in the following categories:

- Change in service area
- Change in services to be offered
- Change in method of offering services

SECTION B: PROGRAM DELIVERY AND STAFF QUALIFICATION NARRATIVES

Instructions: Section B responses must be in narrative form. Provide data/documentation of previous achievements where applicable. All responses must comply with stated page limits. Figures such as tables, charts and graphs can be included in the narrative, but such information will be counted toward page limits. Text and figures beyond the stated page limit will not be considered and should not be submitted with the application. All references must be cited.

Exemplar 1: Description of Comprehensive Improvement Services **(25 points possible) N/A**

Describe how comprehensive improvement services that result in dramatic, documented and sustainable improvement in underperforming urban secondary schools will be delivered to LEA's that contract for your services. Comprehensive services include, but are not limited to the following:

- Support systems to ensure student and teacher success and sustain improvement
- Content and delivery systems and mechanisms proven to result in dramatic and sustained improvement linked to student achievement
- Job embedded professional development at leadership, teacher and support levels to increase internal capacity for improvement and sustainability linked to student achievement
- Comprehensive short cycle and summative assessment systems to measure performance and goal attainment linked to the building school improvement plan.

Exemplar 1 Narrative Limit: 4 pages (insert narrative here)

**Exemplar 2: Use of Scientific Educational Research
(15 points possible) N/A (Embedded in Professional Development Exemplar #3)**

Describe how scientific educational research and evidence based practices will be used as the basis for all content and delivery systems and services provided to the LEA.

- The applicant should provide detailed data that supports successful performance in utilizing research and evidence-based practices in the delivery of systems and services, especially as applied to secondary school settings.
- Cite and reference available research studies (as appropriate) and **provide data** that indicate the practices used have a positive impact on the academic achievement of students in the subjects and grade levels in which you intend to provide services.

Exemplar 3: *Job Embedded Professional Development*

(15 points possible) TARGETED

Describe how a job-embedded professional development plan will be put in place to support principals, school leadership teams, teachers, and support staff.

- The applicant should provide detailed data that supports successful performance in developing job-embedded professional development plans for:
 - principals
 - school leadership teams
 - teachers
 - support staff

Exemplar 3 Narrative Limit: 2 pages (insert narrative here)

Instructional Risk Management System

The Instructional Risk Management System (IRMS) is a comprehensive approach designed to identify potential instructional errors while it also designed to mitigate instructional risks that interfere with teaching and learning. Additionally, the IRMS assists districts and schools with strategically allocating resources, aligns school support systems and provides **a job-embedded professional development experience for principals, teachers, school leadership teams (SLT) and support staff.**

The Instructional Risk Management System is comprised of four key components: *Risk Identification, Risk Analysis, Risk Mitigation & Risk Monitoring*. EduVation specializes in delivering a comprehensive professional development approach by engaging all school team members in the Instructional Risk Management process.

Risk Identification: The first step in the Instructional Risk Management System is to identify the level of risk associated with each classroom. The initial identification of risk will consist of summative data. Formative student data will support ongoing monitoring efforts throughout the school year. Every classroom will receive a risk rating. (Cohen, D.K. Raudenbush, S.W., & Ball, D.W, 2003; City, E., Elmore, R., Fiarman, S., & Teitel, L. 2009, O'Day, J, 2010; Fullan, M,2009)

PD Participants: Principal & Teachers

Session: Classroom Data Analysis

Risk ratings are based on student outcome-based assessments for each classroom. The school level IRM team will select the standardized assessment data (MEAP, ITBS, etc.) that will determine the primary risk levels for each classroom. The *Classroom Achievement Risk* matrix will serve as a progress-monitoring tool. The purpose of the *Classroom Achievement Risk* matrix is to track growth and target new risks that may occur during the school year. Principal, teachers and school support personnel will examine the data to identify initial risk and set classroom and school level achievement goals. The Classroom Data Analysis sessions will occur **quarterly**.

Risk Analysis: Due to the variety of actions that occur during the instructional core, incidents and errors will occur. Understanding “what’s working”, “what’s not working” and “why” is imperative for continuous improvement. Therefore, systematically gathering data around classroom activities and experiences will provide the school team with a better understanding of instructional opportunities, incidents and errors that are presented during the instructional core. The risk analysis process will begin with an in-depth instructional audit of each classroom. **An Instructional Audit** is the systematic review of instructional delivery methods, responses to instruction and its subsequent impact on teaching and learning. (Elmore, R. F., & Burney, D. 1997; Blank, R. K., Alas, N., & Smith, C. 2007)

PD Participants: Principal & School Leadership Team Session: Instructional Audit

As a job-embedded professional development activity, the principal and instructional leadership team will be trained in this process. Collecting instructional baseline data will support the school team in determining the productiveness of its support systems (professional development, coaching, grade level meetings, external service providers, etc.). The purpose of the IRMS is to study the system’s impact on overall teacher growth and development. Aligning instructional audit data with student outcome-based data will support the prioritization of risks.

The risk analysis process will also provide the structure necessary for determining the level and type of supports required for each classroom. **Monthly sessions will occur to discuss instructional audit data and evidenced-based practices for instructional alignment.**

Errors, Incidents & Opportunities The task of the IRMS school team is to collect instructional data by identifying incidents (a non-instructional event that may interfere with the instructional process), opportunities (events that enhance the instructional core) and instructional delivery errors. As errors are identified, the principal and school team members will categorize the errors that occurred during the audit. Developing a shared language and understanding of the instructional core is the goal. This practice will occur as school team members calibrate instructional errors, incidents and instructional opportunities.

Prioritize Risks: The IRMS school team will meet to discuss the audit findings. During this session, team members will analyze the instructional data by categorizing errors and assessing incidents. **The school team and the IRMS facilitator will prioritize the identified risks.**

This collaborative approach will assist the school team with a clear understanding of risks and their impact on the instructional core. Risks most likely to have a negative impact on the instructional core and student achievement will receive initial attention. **School team members will be trained on how to use this information to make decisions about the strategic use of available resources.**

PD Participants: Principal, Teachers, SLT

Session: Risk Prioritization

At the conclusion of this meeting, IRMS school members will assign each classroom a level of risk. The Risk Impact chart will serve as a tool to monitor the progress of each classroom. It will also measure the effectiveness of professional development, coaching, external service providers and additional support systems. Failure to understand risks may lead to poor planning and misalignment of resources. This process will allow the school to efficiently allocate resources to teachers and classrooms. **The team will meet monthly to reprioritize the settings that have been identified as high-risk.**

Risk Mitigation Instructional Risk Management System teams (school and external) will meet to discuss ways to proactively reduce risks by examining ALL available resources. An IRMS file will be created for each classroom. The IRMS file will include the classroom outcome data, instructional audit reports and a risk mitigation plan (High/Med Risk levels). The IRMs school team and principal will receive training in developing the plans. The Risk Mitigation meeting is a time for the team to examine all of its resources. The instructional risk mitigation activities are proactive approaches. They seek to reduce the level of risks by analyzing the resources and time it will take to address the errors and incidents. (Barber, M., & Mourshed, M. 2007; Desimone, L., Porter, A., Garet, M., Yoon, K., & Birman, B., 2002; Thomas, S. M.2010; Elmore, R., 1995)

These sessions will occur monthly. PD Participants: Principal, Teacher, SLT, Support Staff

Risk Monitoring: The risk monitoring and instructional updating process occurs after the risk mitigation session, which includes the instructional planning and allocation processes. The list of risks and associated instructional risk management strategies will likely change as improvement is made and new risks develop or identified risks disappear. The objectives of the instructional

risk monitoring and updating are to systematically track the identified risks, identify new risks and capture lessons learned for future risk assessment and resource allocation efforts. **Monthly scheduled instructional risk reviews** will occur to ensure that mitigation efforts are effectively impacting student achievement. If risks emerge or a risk's impact is greater than expected, the planned response or risk allocation may not be adequate. At this point, the IRMS school leadership team must be adaptive in its response to risks. (Blachowicz, C. L. Z., Obrochta, C., & Fogelberg, E. (2005); Deussen, T., Coskie, T., Robinson, L., & Autio, E. ,2007; Fullan, M. 2009.

The school IRMS team will discuss changes in the state of high-risk settings. Continuous reassessment of all risks is imperative for overall instructional development, professional growth and student achievement. **PD Participants: ALL School Stakeholders**

Exemplar 4: Experience with State and Federal Requirements
(15 points possible) N/A

Describe your experience with State and Federal Requirements, especially as it relates to the following:

- Aligning model(s) to be implemented with the School Improvement Framework
- The Michigan Comprehensive Needs Assessment
- Individual School/District Improvement Plans, North Central Association (NCA)
 - Response demonstrates alignment of the above mentioned elements, AKA "One Common Voice - One Plan."
- Understanding of Title 1 (differences between Targeted Assistance and School-wide)
- State assessments — Michigan Educational Assessment Program (MEAP) and the Michigan Merit Exam (MME)
- Michigan Grade Level Content Expectations (GLCEs)
- Michigan High School Content Expectations (HSCEs)
- Michigan Merit Curriculum
- Michigan Curriculum Framework
- Section 504 of the Individuals with Disabilities Education Act (IDEA)

Exemplar 4 Narrative Limit: 2 pages (insert narrative here)

Exemplar 5: Sustainability Plan

(15 points possible) TARGETED!

Describe how a sustainability plan will be put in place for the building to become self-sufficient at the end of the 3-year grant period.

- The applicant should demonstrate significant knowledge and experience in developing sustainability plans.

Exemplar 5 Narrative Limit: 2 pages (insert narrative here)

The goal of EduVation is to support schools with developing a culture of continuous improvement. According to Spillane, Reiser, & Reimer (2002), teaching and learning are more than acts of cognition; they are also emotional practices. Therefore, it is imperative to understand the knowledge capacities and dispositions of teachers and leaders is imperative to discover during the first year of implementation.

The fundamental work of Eduvation is to build individual and collective capacity amongst school staffs. Underperforming schools are challenged with addressing chronic achievement gaps while simultaneously delivering 21st century learning opportunities to students. Teachers and leaders are on a steep learning curve in addressing these goals. Consequently, EduVation maintains that building the knowledge capacity of school team members and leaders is paramount. Eduvation relies on the research of building an infrastructure for embedding and sustaining reform (Stoll, Fink & Earl 2003). The components of this research are *Using Data & Monitoring for Decision Making, Resources and Professional Development for Individual and Collective Capacity, Making Connections and Identifying Disconnects, Developing and Supporting Leadership, Building Professional Communities of Practice*.

- ***Using Data & Monitoring for Decision Making:*** The Instructional Risk Management System is a comprehensive approach designed to identify potential instructional errors while also mitigating risks that may interfere with teaching and learning. School members will learn the importance of identifying initial risk by utilizing both student-outcome data and instructional data. Teachers and principals will conduct instructional audits to determine the instructional needs of classrooms. This will be an ongoing process over a three-year period.
- ***Resources and Professional Development for Individual and Collective Capacity:*** Analysis of instructional data will support differentiated professional development opportunities and strategic allocation of school resources. School members will engage in extensive training that encourages the study and prioritization of school support systems. As principals and teachers receive ongoing training, coaching and attend grade level meetings, the Instructional Risk Management System will monitor the effectiveness of these school level support systems. Embedded in the IRMS is a monitoring component. All school members will be trained in aligning instructional and student outcome data sets with school level support. As the goal of school support and resources is to increase the quality teacher performance and student achievement, members must have knowledge and skill in measuring the productiveness of these resources. The overall goal is for school team members to make connections to what's working while determining disconnects in the transformation plan.
- ***Making Connections and Identifying Disconnects:*** The IRMS will assist schools with making connections and integrating activities around common priorities. This component will also include the school establishing a shared vision, expectations about professional learning and connections between teacher learning and student learning. King and

Newmann (2001) promote the importance of coherence—the focus must be on clear goals while reducing disjointed activities and initiatives. The risk mitigation sessions will provide time for teachers and leaders to reflect on the instructional interactions that are presented within classrooms. Instructional audits will be utilized to frequently review progress. School team members will examine student-outcome data and instructional data. The purpose of this analysis is to determine the productiveness of school support and resources. Eduvation will provide extensive support during the initial two years while shifting responsibility to school team members during year 3 and beyond.

- ***Developing and Supporting Leadership:*** The first three years of implementation will involve a focus on capacity building and reform that will last beyond the service of Eduvation. Distributed leadership across the school is imperative. As leadership may change over time, the transformation plan must remain intact. Developing leadership is a cyclical process. School members, at every level of instructional support (principal, teachers, coaches, etc.) must take full ownership of the plan. This process begins with making connections to the overall goal of continuous improvement.
- ***Building Professional Communities of Practice:*** Eduvation supports the notion of school members working together to establish effective practices. Collective understanding of the school team members and deep knowledge of the instructional environment will allow schools to explore new ideas and create new ways of working to deal with complex situations. Within in each component of the IRMS, school team members will come together to reflect and respond to the reform efforts at the building level. Eduvation will deliver a coherent strategy to ensure Grolnick's (1996) five key ingredients for effective networks are in place.
 - ❖ a strong sense of commitment;
 - ❖ a sense of shared purpose;
 - ❖ a mixture of information sharing and emotional support (as it relates to change);
 - ❖ voluntary participation
 - ❖ an effective facilitator

The research shows to succeed in a complex and rapidly changing world schools must grow, develop, adapt creatively to change and take charge of change. Ultimately, schools create their own preferred future (Rosenholtz, 1989; Stoll, Fink & Earl, 2003). Eduvation will support schools in refining systems and policies that are aligned with expected outcomes. The application of developing and distributing leadership will create a chain of improved practices that can be sustained beyond the third year of implementation. Eduvation focus in Year 3 will be to transition schools to high levels of sustainability through the established Professional Communities of Practice.

Exemplar 6: Staff Qualifications**(15 points possible) TARGETED!**

Provide names and a brief summary of qualifications for the primary staff who will be involved in providing services to LEA's. Provide criteria for selection of additional staff that are projected to be working with LEA's. Include vitae of primary staff.

- Staff qualifications and vitae should match with areas that the applicant wishes to serve. Staff should have extensive experience in implementation of all applicable areas.

Exemplar 6 Narrative Limit: 1 page plus vitae for personnel (insert narrative and vitae here)

Introducing ...

An accomplished and highly skilled professional in the field of Education with a focus on Literacy Development & Evaluation. Amassed a wealth of knowledge and expertise through the design, coordination and implementation of leading edge programs in, and related to, Literacy and National Common Core Standards. Recent capacities: Literacy Institute Coordinator, State of Michigan ... Professional Development Institute Coordinator ... Reading First Facilitator and currently, an Educational Consultant.

Educational development includes currently pursuing a PhD Program in Education (expected 2013 / Dissertation Topic: *Instructional Leadership and Professional Accountability*).

Key Achievements have consisted of...

- Improving student learning and related processes by increasing the professional learning of teachers and administration.
- Contributing to the successful completion of projects, processes and design efforts through effective facilitative and leadership skills.
- Having considerable expertise along with a proven track record of contributing to the growth & effectiveness of educational programs & efforts relating to all aspects of literacy on a statewide basis including the National Common Core Standards.
- Providing professional development to Principals and Literacy Coaches during the past eight years.
- Reengaging teachers through facilitating lesson studies utilizing the Comprehension Framework.

At this time, I am seeking a position with additional responsibility, growth potential and the opportunity to continue to apply my proven expertise and abilities along with my exceptional administrative skills. I especially welcome a progressive environment where I can contribute to the growth in efficiency, professionalism, and effectiveness of an organization. For your review, I have enclosed a copy of my CV.

Please advise me of any opportunities you may have. I am looking forward to an interview where we can mutually explore how I may benefit your organization as a valuable team player.

Respectfully,

LaTricia Clark

CAREER PROFILE

Fifteen years of in depth as well as diversified experience with demonstrated expertise in providing technical assistance to districts and schools across the State of Michigan. This has involved the design, development, implementation and coordination of programs regarding early literacy, learning processes and measurement. Demonstrated skills in ... Team Building ... Global Learning ... Collaboration ... Literacy Instruction ... Strategic Planning ... Instructional Methods ... Cooperative Learning ... Cross-Curriculum Support ... Data Analysis ... Consulting ... Mentoring & Coaching ... Language Arts ... and Communications. Facilitating state & district wide evidence-based instructional systems with emphasis in aligning State and National Common Core Standards. Recent projects include: closing the achievement gap; assessing state and district curriculum & instruction; analyzing statewide data systems; measuring school & student performance; and effectively delivering job-embedded professional development to principals, coaches & teachers.

PROFESSIONAL OBJECTIVE

Seeking an Administrative or Consultative opportunity involving expertise and proven abilities in the area of Education with a focus on design, development or implementation of programs involving such applications as Instructional Delivery Systems, Strategic Planning & Analysis, Literacy Frameworks and the National Common Core Standards.

AREAS OF EXPERTISE

- Response to Intervention (RTI) Models
- Systemic Monitoring & Evaluation
- National Common Core Standards
- Developing Collaborative Study Teams
- Action Planning & Data Analysis
- Curriculum & Instructional Consulting
- Michigan Standards for Literacy
- Critical Literacy Methods
- Project Coordination
- Program Development

PROFESSIONAL PROFILE AND KEY ACHIEVEMENTS

Detailed summary of key achievements during the following career positions: Currently, Educational Consultant ... Professional Development Institute Coordinator ... Reading First Facilitator, State of Michigan ... Professional Development State Trainer, State of Michigan ... Literacy Institute Coordinator, State of Michigan ... Teacher Technology Initiative (TTI) Coordinator ... Michigan Literacy Progress Profile (MLPP) Coordinator ... Learning Success Network Leader ... Literacy Consultant / Teacher ... and Special Projects.

THE LITERACY SPA
present

Jun 2010-

Educational Consultant
School Improvement Grant Monitor

Professional Development Coordinator

Romulus, Wayne Westland and Utica Community Schools
Michigan Teaching for Learning Institute / MDE Office of Innovation

PROFESSIONAL PROFILE AND KEY ACHIEVEMENTS (cont'd)

MICHIGAN DEPARTMENT OF EDUCATION / Office of Education of Improvement & Innovation
Sep 2003-Jun 2010

Reading First Facilitator

- Collaborating with building literacy coaches and building administrators as well as central office personnel to ensure compliance with all appropriate federal regulations regarding the ESEA legislation.
- Delivering intensive staff development, training and support and report to the Michigan Reading First Management Team.
- Planning and arranging meetings and logistics for professional development.
- Identifying appropriate research-based materials to inform a variety of strategies and best practices related to elementary education programs.
- Conducting district monitoring visits including program observations.
- Overseeing the evaluation components required of Reading First buildings.

Professional Development State Trainer ...

- Statewide Trainer of Trainers: Critical Literacy & The Comprehension Framework Language Essentials for teaching of Reading and Spelling, RTI pilots, Teacher Reading Academy, Special Education Reading Project, Coaching 101, Literacy Workstations, Small Group & Differentiated Instruction
- Deliver training and monitor Response to Intervention models across multiple districts
 - Principal Training for Instructional Leadership Training
 - Literacy Coach, Interventionist & Teacher Training
 - Ensure Transference of Training into schools and classrooms
 - Support Sustainability and Monitor overall implementation

Literacy Institute Coordinator, MDE & Pontiac Public Schools ...

- Selecting keynote speakers for Teaching & Learning Institutes 2008, 09 & 10.
- Survey teachers & administrators for determining institute objectives & goals.
- Provide support to institute strand / session leaders.
- Effectively market goals of institute by designing and presenting PowerPoint presentations & brochures.
- Monitoring & Evaluating the effectiveness of the institute by obtaining feedback from participants, recommending focus for future sessions.

DETROIT PUBLIC SCHOOLS, Detroit, MI

1999-2003

Literacy Consultant / Special Projects / Teacher ...

***Literacy Consultant / Special Projects
Teacher Technology Initiative (TTI) Coordinator***

- Providing staff members with computer training and ongoing technology support.
- Assisting staff with their required on-line assessments.
- Attending Detroit Public School's Technology Conferences to assist with computer vendor selection.
- Facilitating a Technology Workshop that provided staff with features and capabilities of laptop choices.
- Collaborating with the Principal about computer & software programs for Technology Action Plan.
- Serving on Technology Curriculum Committee for design and development of technology curriculum.

Michigan Literacy Progress Profile (MLPP) Coordinator

- Conducting seminars & workshops regarding the implementation of the MLPP.
- Designing and developing PowerPoint presentations.
- Leading colleagues in analysis and discussion of classroom reading data.
- Facilitating study teams that encouraged staff collaboration & improved student learning.
- Assisting teachers in developing effective intervention strategies for literacy instruction.

Teacher

- Developing and implementing all educational plans and recreational activities for whole classes and small groups of children.
- Designing and integrating lessons that promoted global learning.
- Effectively utilizing cooperative learning activities, peer tutoring, journal writing, and the writing process extensively in the classroom.
- Analyzing MAT data for implementation of intervention strategies to improve school district scores.
- Conducting demonstration lessons in the Language Arts for classroom teachers.
- Diagnosing and preparing synopses regarding student performance for classroom teachers.
- Evaluating & recommending cross-curriculum support materials for Language Arts.

CREDENTIALS AND AFFILIATIONS

Professional Teaching Certification, State of Michigan, current.
 Certified Program Coordinator for MLPP.
 Certified e-literacy Specialist for Educational Websites.
 Certified in Phonographix Reading Methods.
 Michigan Reading Association.
 International Reading Association.
 National Science Association.
 National Math Association.
 Phonographix Reading Association.
 National Association for the Education of Young Children.

EDUCATION AND PROFESSIONAL DEVELOPMENT

OAKLAND UNIVERSITY, Rochester, MI

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Ph.D. Program in Education, Graduation December 2013
Concentration: Human Development & Child Studies
Dissertation Topic: Instructional Leadership and Professional Accountability

M.A. in Education: Curriculum, Instruction and Leadership, June, 1999

WAYNE STATE UNIVERSITY, Detroit, MI

B.A. in Public Relations, June, 1996

CASS TECHNICAL HIGH SCHOOL, Detroit, MI

Diploma in Business Administration, June, 1990

PRESENTATIONS

Michigan Reading First Principal Meeting 2010

Topic: *Instructional Rounds*

Wayne Westland Summer Literacy Institute 2010

Topics: *Instructional Rounds*

The Comprehension Framework

The Vocabulary and Comprehension Link

Utica Community Schools Professional Development Lab (Burr Elementary) 2010

Topics: *The Comprehension Framework and Lesson Study*

The Vocabulary and Comprehension Link

Romulus Community Schools & Port Huron Summer Institute 2010

Topics: *The Comprehension Framework and Lesson Study*

Michigan Teaching for Learning Institute 2010

The Comprehension Framework

Michigan Reading Association: Presenter 2003-2010

Pontiac Literacy Institute 2009

Topics: *Foundations (The Five Essential Reading Components)*

Differentiate Instruction

Reading Intervention Planning and Station Design

Michigan Reading First Literacy Coach Meeting 2008

Topic: *Literacy Workstations 401*

Michigan Reading First Conference 2003-2007

Topics: *The Vocabulary & Comprehension Link*

Digging Deeper Data & Interventions

Implementing a Response to Intervention Model (RTI)

Statewide Special Education Reading Project 2007

Michigan Reading Association Conference 2007

Topic: *Implementing a Response to Intervention Model*

PROFESSIONAL DEVELOPMENT

Numerous Comprehension and Vocabulary Seminars, 2002-present.

Additional Seminars, Workshops, and Conferences regarding such topics as:

National Reading Institute, 2004-10.

Daily Five Instructional System, 2010.

Functional Grammar, 2010.

Adaptive Schools & Cognitive Coaching, 2009.

Deb Diller's Practice with Purpose, 2009.

Michigan Department of Education

2010-11 Section 1003(g) School Improvement Grants

Preferred External Educational Services Provider Application

Blueprint for Writing, 2009.
Literacy Workstations, 2008.
Differentiated Instruction, 2007.
Harcourt, Houghton Mifflin, Scott Foresman & Open Court Literacy Programs,
2002-03.
Baldrige Training Program Implementation & Evaluation, 2002.
CIERA Annual Summer Institute, 2000 & 2001.
Strategic Planning Site Based Facilitator Training, Cambridge Group, 2000.
Phonographix Reading Methods, 2000.

REFERENCES FURNISHED UPON REQUEST

SECTION C: ASSURANCES

The applicant entity:

1. will follow all applicable legislation and guidance governing the Section 1003(g) school improvement grants.
2. will follow all applicable Federal, state, and local health, safety, employment, and civil rights laws at all times.
3. will comply with the MDE Standards for Monitoring Section 1003(g) School Improvement Grants Preferred External Education Services Providers.
4. agrees to make all documents available to the MDE or LEA for inspection/monitoring purposes, and participate in site visits at the request of the MDE, the district, or facilitators/monitors for the SIG grant.
5. agrees to notify MDE and applicable district(s), in writing, of any change in the contact information provided in this application within ten business days.
6. ensures that it will provide written notification to MDE, when external preferred provider services will no longer be provided, thirty days prior to termination of services.
7. assures that they have accurately and completely described services they will provide to the LEA.
8. assures they will comply with SEA and LEA requirements and procedures.

SECTION D: ATTACHMENTS

- **Licensure:** Applicants must attach a copy of their business license or formal documentation of legal status with respect to conducting business in Michigan (e.g., certificate of incorporation, proof of 501(c)(3) tax-exempt status). Schools, school districts, and ISDs/RESAs may substitute documents that include address/contact information and the appropriate building or district code as found in the Educational Entity Master (EEM).
- **Insurance:** Applicants must provide a proof of their liability insurance or a quote from an insurance agency that reflects the intent to obtain general and/or professional liability insurance coverage.

-Licensure and Insurance on file at MDE-